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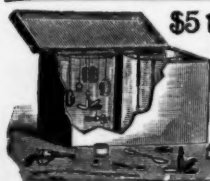
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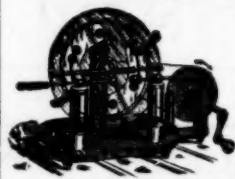
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THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. XLV.

For the Week Ending July 2.

No. 1

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The business department of THE JOURNAL is on page 729.

All letters relating to contributions should be addressed plainly, "Editors of SCHOOL JOURNAL." All letters about subscriptions should be addressed to E. L. Kellogg & Co. Do not put editorial and business items on the same sheet.



HERE should be changes in the management of a good many of the teachers' institutes this summer. For quite a number of years the institutes have gone down while the summer schools have come up. The reason is plain—the latter have been put on a pedagogical basis, in part at least, while the former have been echoing with talk about school keeping, and that of a poor quality. Now all this did well years ago, but the teachers have been advancing; the teachers of 1892 want to get hold of the foundation principles of education. The institute must be turned into a county normal school; it ought to be in session for four weeks at least. There should be thorough study. The principle of classification should be applied; the third grade put by themselves, and so of the second and first grades. Each should pursue a three years' course of study.

The county commissioner of Randolph Co., Georgia, proposes to turn his institutes into county normal schools. Others are adopting this plan. A movement has begun that will not stop until new spirit is felt in all the gatherings of teachers under the authority of the state. What a need there is here! How desirous the teachers are for light! When they ask for bread how often they get a stone!

The tendency to place skilled labor on a professional basis, to which repeated attention has been called in these pages, is exemplified in the incorporation of the "Association of Public Accountants." Power is given to confer the degree of "Bachelor of Accounts," and "Master of Accounts." It has been often urged in these pages that carpenters, cabinet makers, masons, printers, etc., should each have their school of instruction, and pupils be urged to obtain licenses from a designated body of instructors. The money that is now spent on unions and strikes if turned in this direction would amount to something and elevate the whole army of laborers. As it is, drug clerks, engineers, and some others must have licenses. Education would thus be made a foundation for work of all kinds.

In a certain school the teacher proposed the pupils of one class should select their own subjects for essays. For unexplained reasons the entire class took as a subject "My Teacher." When the compositions came under her eye, she read with surprise, with indignation, and with grief. "Children and fools speak the truth," she had been told. "How different they think of me from what I supposed." But she learned a valuable truth.

In looking at the progress of closing exercises of more than a dozen normal schools it is very noticeable that the themes of the graduates are upon other subjects than education. "Twilight as a Time for Reverie," "Roman Civilization," "Home Influences," "Conquests of Science"—these are fair samples of the majority of the themes selected for the essays. There must be a reason for this. It undoubtedly is that the academic side of the normal school so far transcends the educational side. There are interesting themes enough in education—it is full to the brim; the minds of the graduates are not full to the brim of education—that's what's the matter.

Thirty years ago, William Crandall prepared a book entitled "Three Hours' School a Day." He wrote: "It is to make men, not to fill them, that we want schools. Our public schools, therefore, should embrace the science of man, the science of agriculture, the science of mechanics, the science of housewifery, and the moment we enter the domain of nature our range is unlimited."

He was deemed "a crank," a man to be avoided, because he proposed that text-book learning should be set aside. But those who knew him felt that he was an inspired man, who had but a few years to live, and who wanted to speak the truth as he knew it while looking into the grave he was soon to fill.

During the coming week several important educational gatherings will be held. The New York State Teachers' Association will be held at Saratoga July 7, 8, 9. This ought to bring together a large number. The new state superintendent will make an address; plans for increasing the popularity of the association will be discussed.

The Pennsylvania State Association will meet at Beaver Falls July 5, 6, 7; the American Institute of Instruction at Narragansett Pier July 5, 6, 7, 8, 9. As many will attend, the tickets will be stamped on the evening of July 5. This is always an interesting meeting. The Southern Educational Association meets July 6, 7, 8; Georgia, 4, 5, 6; West Virginia 5, Texas, July 1.

The death of Mr. George R. Cathcart is announced just as THE JOURNAL goes to press. I became acquainted with him in 1874 in the publishing house of Ivison, Blakeman, Taylor & Co. which he had lately become connected with. On announcing my intention of making a serious attempt to lift teaching out of the mechanical routinism into which it had fallen I found a willing listener. He was a hard student, a close reasoner, a man of practical mind, and comprehended at once the efforts that would be needed to accomplish the change proposed. Comprehending the high purposes of THE JOURNAL he ordered advertising in a liberal manner, for he was a firm believer in progress in education. A. M. K.

As to Superintendents.

This is the substance of a letter from a subscriber in Ohio. She is an assistant teacher in a public school in a large city, and she says in effect that the principal lays out the methods and insists that these be followed; that most of these methods are very poor ones; that they were good enough twenty-five years ago, but poor enough to-day; that this principal has never attended a normal school, or a summer school, or read a work on education; that when the superintendent comes around, the principal takes particular pains to say, "I have had them teach reading (for example) in this way;" then the class reads, and on goes the superintendent.

Now it is probable there are many principals who so conduct their business, but not so many as there were; among the subjects that are to be closely discussed is the relation of teacher and principal or superintendent; in effect it is the supervisor, his qualifications, his aims that are to be scrutinized; in fact, he is looked at far more critically than he once was.

1. Fewer men get in by political "pulls" than formerly; once the "pull" was indispensable. But that Draper has been elected in Cleveland, Maxson in Plainfield, Reinhart in Paterson, is not due to politics, but in spite of politics. It is plain to see that in spite of the vice in our American politics, the schools are coming from under the rule of the politicians.

2. It is a fact that most conscientious teachers have a fight with their conscience every day of their lives. The immediate superintendent (principal) is too often as described above. To leave an assistant teacher no liberty to work out an ideal is tyranny of the worst kind; to cause her to work in accordance with an inaccurate pattern is a wrong to the child as well as teacher.

To have assistants grow day by day in skill and power should be the aim of the supervisor; for this end there must be liberty and light. The enforcement of certain methods except as patterns is very poor practice. The assistant may be asked to teach reading in a certain way, for once or twice, and then left to choose her own course, on the principle that a poor method in the hands of one who employs it in preference to another is likely to produce better results than a good method that is forced upon one.

3. The supervisor is responsible for the growth of his assistants. In general, the remark of Arnold is applicable—that the teacher's mind must be a living spring in order to have educating power go out of it. It does not matter so very much what the teacher is studying—but study she must. Just how the supervisor is to get the assistant with the "living spring" condition is not easy to say; but it is believed that this should be the main effort. A teacher with stacks of good methods this year will be played out next year.

It would be worth while for the most skilful supervisor to hold a convention to discuss, "How I Manage to keep my Assistants Interested in their Own Progress." No one put where he must have assistants but feels anxieties as to the intellectual advancement of those assistants. A book might well be written on the subject.

Pestalozzi found for education the formula *development*, but applied this almost exclusively to intellectual training, basing upon it his alphabet of intuition. Froebel extended this into *evolution*, applying the law to all phases of being, and furnishing an alphabet of doing, skill, of expression.

Value of Copying in Self-Teaching.

By J. T. GAINES, Louisville, Ky.

The teacher's part, then, in the process of instruction is that of a guide, director, or superintendent of the operation by which the pupil teaches himself.

—JOSEPH PAYNE.

As involuntary observations are the ones that teach, to avail ourselves of this principle of language instruction the child must be set to copying. The standards in reading, in grammar, in composition—in all language work, in fact—are conventional. The real *why* for doing anything in a particular way in the department of language instruction is that the educated world so do it.

In order to place correct standards before a class, the teacher must know how to express himself in words, how to punctuate, how to read, and how to write. But it is not necessary for him to be able to tell his pupils why he does a thing in a certain way; indeed it is better for them that he keep his whys to himself. If he wishes to train the intellect and not the memory he will do so, for the rules and principles of language are exactly what we wish the pupil to discover for himself. To teach so that the pupil discovers rules, is right teaching—we fail to teach right if we *tell* rules.

To illustrate: A child should not be told when to use capital letters in writing; to do so violates this principle. He must be led to discover for himself the cases in which they should be used. The true teacher will employ a method by which the involuntary observations of the child will teach him the principle the teacher has in mind.

Copying correct examples of language from the teacher's model will do this; it is pleasing to almost every child; it gives abundant opportunity for grouping similar cases, thus allowing the intellect free range in comparing and assimilating or generalizing.

But this method must be rightly applied. I suggest:

1. The material to be copied must be understood by the pupil. It should be drawn from the experiences of the children. For instance the question, "Where were you going yesterday afternoon when I met you, Mary?" and Mary's reply, "I was going to the station to meet my papa; he was expected home from Chicago," would be legitimate and proper work to be written by the teacher and copied.

2. The motive must be, not to put capitals, commas, etc., where they belong, but to make an exact copy of the teacher's model.

3. The teacher must not try to get the children to understand why he uses a capital letter, a period, a comma, or any other mark—why he commences sentences on a new line with a new sentence, nor why he spells words thus and thus.

If a child is required to make an exact copy of the model he must necessarily observe everything he copies. If the teacher is consistent in using punctuation marks, the child will soon have a group of resembling cases in memory from which to generalize; it is the nature of mind to do so. Hence the conclusion is plain that the teacher who tells his *whys*, deprives his pupils of mental growth.

4. The teacher must not tell the pupil what mistakes he has made; he may tell him that he has made mistakes, so he may possibly tell him how many. He should require him to find them out for himself by comparing his copy with another child's and with the model.

5. I have found teachers nearly always disposed to make light of the proposition to "put their children to copying from the board" as a method. "But they can do that without mistakes," is a common remark. And they will do so generally, if the teacher fixes the motive on the punctuation by such remarks as, "Mind your marks now," "Notice where I have put capitals," etc. Mistakes will appear if the motive is away from putting the marks properly. One fair trial will demonstrate this with any class.

I demonstrated it to a group of teachers upon themselves; thus I told them of a postal card I had received, praised the style of the capital letters, and asked each one to copy it, imitating the capitals, promising a reward

to the one who made the best copy. As I had thoroughly fixed their wills on getting the capitals right, it happened that not one of them followed the punctuation exactly; their individual notions appeared in their copies.

6. *Copying from the blackboard* is a memory lesson. That this is so, is evident when one reflects that to make the copy it is necessary to lose sight of the model.

(A pupil copied the word *until* with two *ll's*, found his mistake, and corrected it for four days in succession; how can this be accounted for except on the theory announced?)

Disorder—Its Causes.

OBSERVATIONS FROM A TEACHER'S NOTE-BOOK.

By A. L. L.

Wherever the school-bell is heard, teachers are daily grappling with the problems of discipline and disorder. Many cases of discipline result, no doubt, from a misconception on the part of the teacher as to what is involved in the term, disorder.

The spirit which should reign in every school-room should be characterized by interest in work, respect for the teacher's authority, respect for the rights of others, respect for the school-room and its belongings, and underlying all, a bond of perfect sympathy between teacher and pupils. Any violation of these principles constitutes an act of disorder. The teacher who finds these conditions lacking in her school, will, if she will conscientiously seek for reasons, oftentimes find herself to be the one most at fault.

Why is it that pupils are not interested in, and therefore not attentive to, their work? The answers to this are too numerous to be given in full. If we are thinking of class lessons, some of the most common causes of inattention are found among the following: The lesson may be poorly planned. The teacher herself may be uninterested. She may lack enthusiasm. Her voice and manner may be such as to detract from the interest of the lesson. How much voice and manner have to do with school-room work, I never realized until, one day, I visited a teacher whose musical voice and charming manner were most efficient aids in interesting the children whenever she talked with them. But to go on with the causes of inattention—the lesson itself may be too difficult. It may be too easy. Questions may be illogical. Questions and answers may be given in indistinct tones. The arrangement of the class may be faulty. Pupils may be too near or too far away from the teacher. Classes should be arranged with regard to each pupil's personality. The mischievous boy should have a place near the teacher. Another cause for inattention often exists in the physical or mental conditions of pupils. A child who has recently undergone intense mental excitement, or who is suffering from some bodily ailment, will be incapable of giving his attention to the lesson. These are only a few of the reasons for inattention. The teacher who will search diligently, will, no doubt, be able to find others that will apply to her case.

In a similar manner, we may be able to trace other acts of disorder back to first causes; and, in many instances, the first cause is the teacher herself. If work is not interesting, it is because the teacher has not studied the pupils' tastes sufficiently to know what sort of work will give them pleasure. If the work assigned is too difficult, the teacher is evidently unacquainted with the pupil's mental capacity or his acquirements. If her voice is unpleasant, it may be that she has not fully realized the magical charm of a musical voice. If time and space would permit we might go on enumerating defects and assigning causes, but this would be unnecessary, for the teacher who aims at the highest success in her calling, will be willing to do it for herself.

Be noble! and the nobleness that lies
In other men, sleeping, but never dead,
Will rise in majesty to greet thine own.

—Lowell

The School of Pedagogy,

UNIVERSITY OF THE CITY OF NEW YORK.

By A. G. MERWIN, Brooklyn, N. Y.

It is only within about fifty years that much attention has been given to the professional education of teachers. During all the years it has been assumed that a teacher knowing the subject matter he is expected to teach, having an ability to govern, and a disposition to obey the directions of his superiors, needs nothing more. But the study of psychology and of the history of civilization have shown that the child must be the object of special attention; that the laws of his growth must be known, and that teaching is something more than cramming the mind with facts, or demanding implicit obedience to arbitrary rules. The normal schools and colleges for training of teachers, both in this country and in Europe, without an exception, still require a study of subject matter. Not one, so far as known, requires those whom it receives to be thoroughly prepared beforehand in a knowledge of the branches to be taught. Not until the University School of Pedagogy was established was there a school in this country that taught its students nothing that does not properly belong to the profession of teaching. This school receives no student who is not already a successful teacher, and its candidates for the highest degree must have had seven years' experience in school-room work. In addition it requires the mastery of all the branches studied in our best normal schools. These conditions are more severe than those of any normal school or training college in this country.

The work of the school consists of five courses. The first is the history of education. The views of Plato, Aristotle, and Quintilian are especially valuable. In more recent times Comenius, Montaigne, Lord Bacon, Milton, Locke, Rousseau, Pestalozzi, Fröbel, Thomas Arnold, and Horace Mann have left thoughts and arguments of inestimable value.

Connected with this, and directly following it, comes the study of psychology as applied to education. The mind student of to-day deals with the concrete in connection with the abstract. In this he differs from the old psychologists, who busied themselves mainly with speculations that were of little profit. The child is now placed before us for study; no teacher has any right to take charge of the education of children without knowing how their minds develop.

The third course considers the great subject of methodology as applied to education; this naturally divides itself into two parts—the science and the art. The science of method has been discussed by some of the most eminent thinkers that the world has produced, as Plato, Aristotle, Comenius, Pestalozzi, Fröbel, Rosenkranz, Bain, and Herbert Spencer. Following the general principles established by the science of method, didactics is introduced. Under this head are discussed the special methods applicable to teaching the various branches, the time to be given to each; also school organization and discipline. These and kindred subjects are studied in a way to unify school work and lead teachers to know what is directly and what is indirectly of value.

In addition to the four subjects already noted, the students of the school are required to master thoroughly the principal works of the great educational writers. Among the works studied are Plato's "Republic," Quintilian's "Institutes of Oratory," Montaigne's "Essays on Pedantry and Education," Milton's "Tractate on Education," Locke's "Thoughts," Rousseau's "Emile," Pestalozzi's "Leonard and Gertrude," Fröbel's "Education of Man," and Herbert Spencer's "Education."

The remaining course is pursued by those only who are seeking the doctor's degree. This course treats of systems of education. Under this head is studied the form of school work in all the civilized countries of the world, showing what France is doing, what she has learned from the past, and what improvements she intends to make in the future. In the same way England,

Germany, Austria, Italy, Australia, and the several states of our own Union are investigated. The thoroughly qualified teacher will know the organization and methods of school work in all parts of the world. We are in an era of change for the better. Progress can be promoted only by comparison of methods and results. The educational economist will carefully ascertain the results of experiments already made before he recommends radical changes.

No student in the school receives the Master's degree unless he has completed four of the courses named.

Up to the founding of this school no such work has ever been undertaken, while much has already been accomplished. There is promise of the highest success in the future. Two hundred and sixty students, have been in attendance this year, all of them teachers in daily practice. There is therefore no need, as in a normal school, of a practice department. Of these, 224 are regularly entered as candidates for some degree. The interest in this work is shown not only by the number of those who are present daily and weekly, but also by the crowded audiences that attend the public exercises. For the recent Comenius celebration, the church adjoining the university was used, because no room in the building was large enough to hold those who wished to be present.

The work of instruction is different from that of a normal school. This comes from the fact that all the students are engaged daily in the work of teaching. They assemble on each Saturday, when lectures, conferences, and seminaria are provided by Dr. Allen, the Dean, who takes the history and the science of education, and methodology; Dr. Edgar Dubs Shimer, educational psychology; Dr. Edward R. Shaw and Dr. Langdon S. Thompson educational literature and criticism. Conferences and recitations are provided each day in the week, and many students from Brooklyn, New York, and adjacent cities avail themselves of the opportunities afforded. These week day conferences are to bring the students into direct contact with the professors; thus many points are cleared up that may not be fully understood in the lecture.

At the close of each year, during the month of May, carefully written examinations are held, upon the results of which the students receive a certificate of having accomplished given work or are notified of failure.

The spirit of the school is eminently stimulating and suggestive, for it is professional study that is encouraged, and not the conning of text-books and reciting from memory. In other words, the best kind of professional work is encouraged. Students who give their entire time to the study of educational science will find here the very best possible means of professional improvement. This has been the unanimous testimony of all who have been in the school during the the past two years. The department of the School of Pedagogy has passed its experimental stage and reached the point of permanence, both as to endowment and membership. This first effort to establish a purely professional school for teachers is successful.

The degrees conferred are Bachelor of Pedagogy, Master of Pedagogy, and Doctor of Pedagogy. (The degree of Bachelor of Pedagogy has not yet been conferred, because, so far, the students have qualification for receiving this degree on admission.) At present, it promises only the last two degrees mentioned.

Aiming at uplifting the teacher by careful and appropriate study, there can be no doubt that the School of Pedagogy is destined to become an educational force as lasting as it is beneficent.

If Americans go abroad to study, the national compliment is returned, and we have a good showing of students from foreign countries in our universities. In the University of Pennsylvania there are students from 28 foreign countries. In Massachusetts institute of technology are eighteen nationalities. In the University of California seventeen are represented. In Harvard and Yale are fifteen; at Cornell and Michigan, fourteen; at Princeton, ten; at Lehigh, nine and two each in Brown and Wesleyan. In the professional courses, the university of Pennsylvania medical and dental schools show seventy-five foreign students.

The School Room.

JULY 2.—LANGUAGE AND THINGS.
JULY 9.—EARTH AND SELF.
JULY 16.—NUMBER AND PEOPLE.
JULY 23.—DOINGS AND ETHICS.

Language Teaching.

(Extract from a paper read by Miss Mary B. Grant, at Knox County Educational Association, Me.)

While I would not advise teaching the rhetorical analysis of such selections as Milton's "Overthrow of the Angels," or Coleridge's "Hymn to Mount Blanc," I would seek to interest them by telling them something of these great writers, that they may catch some tone of the great harmony that has made the music of the ages.

It is true, this acquisition must be at the expense, to a certain degree, of technical analysis; but which is of the greater importance—to be able to assimilate these beautiful thoughts for their own, until their language, yes, their very lives, are made the better for them, or to be able to dissect with fluency the mechanical structure of the thought, and, like the student of anatomy, stand in the presence of dead tissues, without the power to bring back the breath of life?

A broken thought cannot be restored any more than the flower which gave up its life to science, can be restored to its original beauty.

The struggle between the teaching of mechanical structure, and the interpretation of the author's thought is assuming a great significance, and we should consider where we will place ourselves in regard to these methods.

From my experience, I conclude we cannot diagram our author's thought, and teach the beauty of his conception, any more than in the analysis of the flower we can settle the perplexing question "Ovary superior or inferior?" and keep in mind the of the flower as a whole.

Quotation work is one of the most powerful auxiliaries in language training. These should be practiced throughout the entire course of education, from the kindergarten to the high school.

These may consist of alphabetical quotations, those on particular subjects, mottoes written on the blackboard daily, all being from standard authors and within the scope of the class.

To this point I have intended to indicate the work to be finished in the grammar grade. In the high school the pupil will be well prepared for an exhaustive study of the higher departments of language, rhetoric, and English language, for his tastes will have been educated, and his powers of discrimination enlarged, so it will not be necessary to spend much time on underlying principles.

Now I can imagine some one ready to inquire, When is the structure of language to be taught?

I say, right here, at an age when the student is prepared to take up the declensions and conjugations of other languages, teach him those of his own.

Studies of Shakespeare, Hawthorne, Emerson, and their biographies will make for them a table of contents, which will give direction to their reading in after years.

Yet, underlying this, as indeed all other development in education, is a secret something which evades our closest analysis. We sometimes call it naturalness. Genius is a better word. It is to the cultivated use of language what some natural playing on the piano is to classical music.

Be sure fine chords are not produced by educated fingers only. The rough, untutored savage made some of the most beautiful figures. I refer now to the conception. It is true they lacked the embellishments of rhetoric, but "thought is deeper than all speech," and these natural inspirations, which come in some degree to all, lie, it may be, like pearls fathoms below the surface, but may be found by the daring seeker. It is your privilege, teachers, through those branches which have to do with nature's phenomena—astronomy, geology, and botany—to awaken an inspiration which shall lead your pupils to listen to the voices of nature, her sublime representations in the works of the masters, and finally to the great masterpiece of literature, the Bible.

Truly in the intellectual as in the spiritual sense, it is a light to our path, and a lamp to our feet.

The majestic grandeur of its theme, the sublimity of its rhetoric, the truths, which, unlike all others, strike vibrating chords of soul harmony, constitute the Bible at once the director of our purest thought, and the great inspiration to the highest type of language.

George P. Marsh, a great writer on the English language, says: "Just as the earth revolves around the sun, now a little more distant from it, now a little nearer to it, but substantially in the same path, century after century, so the English language revolves around the English of King James' Bible, and although it varies from time to time, the language of that book keeps it from any great permanent change." Of its place in our schools, much has been said, but no attempt to remove it has ever been successful or ever will be.

The value of memory and dictation exercises finds its highest expressions here, and we can leave with our pupils no richer legacy than these matchless gems of divine inspiration.

And yet, after discussion of all these means by which a higher type of language may be reached, let us remember that our efforts must fail unless the thinking powers be cultivated at the same time.

Reach the child's intellect through natural methods, and his heart through the one door of his affections. Make the fountain pure, and its waters shall gush forth clear as crystal. Let us be enthusiastic admirers of the beautiful garlands our own talented writers have woven.

For myself, allow me to quote the words of another:

"Give me of every language,
First my vigorous English,
Stored with imported wealth,
Rich in its natural wine;
Rhythmical in cadence,
Simple for household employment,
Worthy the poet's song,
Fit for the speech of man."

Ten Lessons in Manual Training.

By GEORGE B. KILBON, Principal of Manual Training School, Springfield, Mass.

LESSON IX. USE OF BIT AND BRADAWL.

PROBLEM 1. BORING ACROSS THE GRAIN.

Take one of the boards planed in the last two lessons and set the gauge to one-half its thickness thus:—

Measure the thickness of the board, set the gauge one-half of the amount, and on one edge of the board gauge a point from each side, as in Fig. 1.

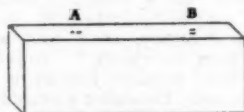


Fig. 1.

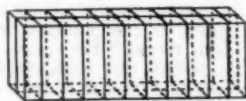


Fig. 2.

If these points coincide, as at A, the gauge is correctly adjusted. If they do not coincide, as at B, change the gauge slightly and gauge two more points, thus trying till they do coincide.

Gauge from the tried face (See Fig. 4, Lesson VIII.) on both edges of the board and with the knife square around at $\frac{1}{2}$ in. from one end and afterwards at every $\frac{1}{2}$ in., as in Fig. 2.

Place the board in the vice with an edge uppermost, taking care that it is secured in a horizontal position. With one leg of the dividers held vertically press a point at each intersection of lines, deep enough to hold the spur of the bit, as in Fig. 2.

Fasten the $\frac{1}{2}$ in. auger bit in the bit brace, place its spur in one of these points, stand in front of the bench, and holding the brace as in Fig. 3, turn it two or three revolutions watching to see that it stands vertical as viewed from that position.

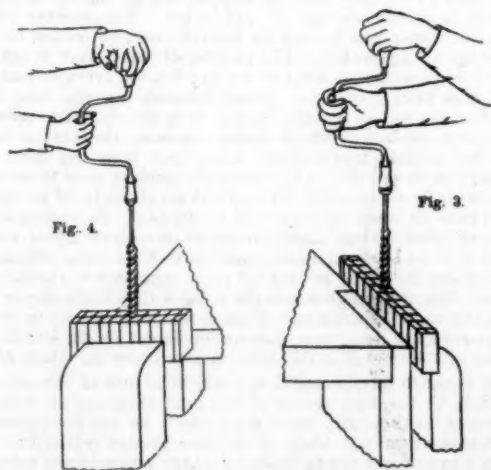


Fig. 4.

Fig. 3.

Cease boring, move to a position at the end of the bench, as in Fig. 4, and observing the above directions turn the brace two or three more revolutions. Resume the first position and repeat. Alternate thus between these two positions revolving the brace

two or three times in each, taking great care that the bit stands vertical as viewed from either position, and that it is never pushed from or toward you, thereby disturbing the vertical adjustment of the previous position. The first inch of depth in boring will give direction to the hole. It cannot be changed much after that.

When the bit is nearly through the board, place the finger underneath at every revolution of the brace and when the spur is felt, cease boring. Now turn the brace backward two revolutions to loosen the spur and then draw it out, either without revolving it at all, or revolving it *forward*. This is to clean the boring chips out of the hole, for if the bit is revolved backward while it is being withdrawn the boring chips will remain in the hole.

Bore at every intersection of lines in like manner. The under side of the work will present a succession of points nearly or quite agreeing with the intersection of lines thereon.

Mark 10 off from 100 for every point that varies $\frac{1}{4}$ in. from the intersection which it should meet.

It will be noticed that we have used the smallest auger bit, though a larger one is represented in Figs. 3 and 4, for clearness of illustration. We use the $\frac{1}{2}$ in. because all the principles involved can be taught with it as well as with any size, because greater care is necessary with it than with a larger one, and because it is found that notwithstanding its frailty the percentage of breakage is too small to need taking into account.

PROBLEM 2. BORING WITH THE GRAIN.

Take another of the boards planed in the last two lessons, cut it $\frac{5}{8}$ in. long, gauge midway of the thickness on each edge and end, and gauge at successive $\frac{1}{4}$ in. from the tried edge (See Fig. 4, Lesson VIII.) on each side and end, as in Fig. 5.

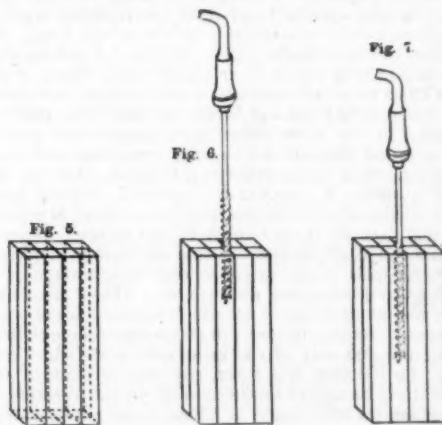


Fig. 5.

Fig. 6.

Fig. 7.

Place the work in the vice with an end uppermost. It should stand exactly vertical with one-half of it buried in the vice. Bore as in Figs. 3 and 4, till one-half of the spiral portion of the bit is buried in the wood, as in Fig. 6, when the bit should be withdrawn to clean out the boring chips from the hole. Use the same precaution in withdrawing as directed in Problem 1.

Insert the bit in the hole and bore till the spiral is all buried, as in Fig. 7, then withdraw as before.

Insert the bit in the hole and bore an inch deeper and withdraw and so continue till the bit comes through at the lower end.

These directions, concerning cleaning out chips *must* be observed or the bit will be either broken or bent. If they are observed it need never be injured.

Mark 10 off from 100 for every hole that comes out $\frac{1}{4}$ in. from its proper intersection.

PROBLEM 3. BORING FROM BOTH ENDS.

Take one of the boards planed in last lesson, gauge it as in Problem 2, and bore it as in that problem about $\frac{5}{8}$ in. deep. Insert it in the vice and bore from the other end till the holes meet midway.

Mark 10 off from 100 for every hole which you cannot see through.

PROBLEM 4. USE OF DRILL BIT.

Take one of the boards planed in the last two lessons, make it 2 in. wide, gauge and square as in Problem 1, and bore holes as in that problem, using the $\frac{3}{8}$ in. drill bit. At first this bit will need no downward pressure beyond the weight of the bit stock, but when the point of the bit has descended half an inch in the wood it will be necessary to hold back on it, or it will descend faster than it can cut and the result will be a small rough hole, and perhaps a broken bit.

PROBLEM 5. USE OF BRAD AWL.

Take another of the boards planed in the last two lessons or a similar one; gauge on both sides at every $\frac{1}{4}$ in. and square

around at $\frac{3}{4}$ in. from one end and then at every $\frac{3}{4}$ in., as in Fig. 8.

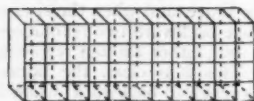


Fig. 8.

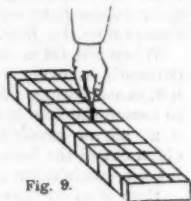


Fig. 9.

With medium sized awl bore from the intersection of lines on one side of the board a little more than half way through, as in Fig. 9, then turn the board over and bore from the intersection on the other side to meet the first bored holes, sighting from two directions at right angles to each other, as in boring with the auger bit, in order to insure a vertical hole.

Mark 2 off from 100 for every hole which you cannot see through.

Applied Meteorology.

By WILBUR S. JACKMAN, Cook Co. Normal School.

Some time ago an attempt was made to show how a teacher may direct his pupils in collecting meteorological data; how such data may be best classified and most conveniently preserved for reference and use in connection with the school work. When a proper start has been made in this direction by making the pupils feel that it is to be a part of their regular daily duties, beyond the constant effort to secure more and more accurate observations and greater neatness in form and brevity in expression, there is little to be done. If the observations are regularly made and systematically recorded, the data will rapidly accumulate and that which will give the teacher most concern is to know what can be done with the results. To answer this question he must first determine the relation the results bear to other subjects of study. It is evident that they are at once an effect and a cause. Meteorological phenomena as *effects* look out into the realms of physics and chemistry for their cause; as *causes* they look through geography into zoölogy and botany for their effects. These phenomena are therefore the initial points of interest in several lines of study and observation. Nothing further will be attempted here than to show the relation to that part of the geography work which relates to climate. To illustrate the point, use will be made of the summaries relating to rainfall issued monthly by the Weather Bureau. The observations were made at Chicago and cover six months—September to February inclusive:

TABULATED SUMMARIES RELATING TO RAINFALL FOR SIX MONTHS.					
NAME OF MONTH	NO. OF CLOUDLESS DAYS.	NO. OF PARTLY CLOUDY DAYS.	NO. OF CLOUDY DAYS.	NO. OF RAINY DAYS. (or in. or more)	INCHES OF RAINFALL.
September	20	7	3	4	.32
October	13	11	7	5	.36
November	6	5	19	11	3.83
December	11	9	11	9	1.32
January	8	12	11	10	1.99
February	4	8	17	11	1.57

At the September rate, the annual rainfall would be only 3.84 inches. Let the pupils try to imagine what would be the condition of things with only this thin veneering of moisture for an entire year. Are there any parts of the United States so poorly supplied with moisture? Turn to some good physical map showing rainfall and it will be noticed that the southwest corner of Arizona has but 3 inches per annum. What kind of a country is it said to be? In September, then, we lived, practically, in an Arizona climate; for the mean temperature for September in this part of the country was 69° which is also the annual average for Arizona. October was but little better, for, at the same rate, the annual rainfall would be but 4.32 inches. When the pupil recalls how disagreeable and dusty those two months were, he gets, at his own home, a pretty clear conception of the causes of a desert.

In November the change is very great and at the same rate the annual down pour would be about 46 inches or nearly 4 feet of water. Measure this depth upon the trees and sides of the building and see the mighty flood there would be if it were all to lie on the ground at once. What prevented its accumulation in this way? The total rainfall for the Autumn months was 4.51 inches; what per cent. of it fell in September? About 7%. What per cent. fell in November? A little more than 84%. This kind of calculation will do much to call the attention of the pupil to the

great irregularities of our climate and to fix in his mind definite notions of the extremes reached. For two months a drouthy condition prevails which would reduce the country to an arid desert almost within a twelve-month; these are then followed by a month with a rainfall which, if continued, would produce the luxuriance of the sub-tropics.

During the winter season the total rainfall was 4.88 inches. The annual rainfall at this rate would be 19.5 inches or but a little more than they have in the region of Santa Fe, a country said to be semi-desert. But December contributed 27%, January 40%, and February 32% of the entire amount. This calculation shows that the winter was much more uniform in the character of its rainfall than the autumn.

What is the ratio of the autumn rainfall to that of winter? About 15:16. The absolute amounts were, then, about the same but the seasons differ very much in the extremes reached in the different months. What are the effects of the extremes and great irregularities of our climate upon living things? The search for the answer to this opens up a most interesting line of study. Space will not here permit of more than a hint. Everyone has noticed the great number of buds on trees that exist from year to year but do not open. They are called dormant buds. What is the meaning of these? Why should the plant be called upon to build up so much material—so many buds of which it makes no apparent use? It is simply the tax which our climate requires our plants to pay as the price for their existence—ground rent, one may say. It is the preparation which the plant makes for "the unexpected" that sometimes happens; for the late frost's icy fingers often squeeze life and hope from the tender unfolding leaves. In such event the plant then advances a second line of volunteers recruited from those buds held in reserve and thus manages to hold its way, against great odds, in the rank of living things.

Further calculations of similar character will reveal the nature of the fall and winter rains and the relation of the rainfall to the cloudiness of these two seasons. By reference to the data given in the foregoing table it will be found that each cloudy day in September (including those classed "partly cloudy") averaged .032 inches rainfall; in October, .02; in November, .16; in December, .06; in January, .08; in February, .06. Now which month received the most rain from its clouds? November stands first and leads also in the total amount; January is next and is also second in the total amount; December averaged .066 inches on its cloudy days and February .063 inches, so that it seems for some reason December clouds gave to the earth a little more moisture than the February clouds, but the greater amount of cloudiness in the latter month somewhat more than made up for it. In the same way, compare the two seasons. Autumn had 52 cloudy days and 4.51 inches rainfall. This is a daily average of .087 inches. Winter had 68 cloudy days and 4.88 inches. What is gained from these calculations? It will be seen that although there was more cloudiness during the winter than in the autumn there was less moisture precipitated; autumn with its fewer cloudy days is better supplied with moisture. This is the reverse of what almost every one thinks to be the truth. The autumn cloudiness is to the winter cloudiness as 52:68; or 1:1.33; but the average rainfall for each cloudy day in autumn is to that of winter as 1.16:1.

Now compare the rainy days with the rainfall in each season; the number of rainy days in autumn was 20 and the rainfall 4.50 inches or a daily average of .225 inches. The number of rainy days in winter was 33, and the rainfall was 4.88 inches, or a daily average of .148 inches. The number of rainy days in autumn is to those in winter as 20:33 or 1:1.65; but the average daily rainfall is as 225:148 or 1.5:1. These comparisons bring into definite outline the pupil's notions of the long drizzly, misty rains from lowering fog-like clouds of winter and make the contrast between the two seasons appear much more clear than any mere casual observations can do. They invite the pupil at once to investigate the cause for the marked difference in the character of precipitation and thus he is led into the field of physics. By making application of what he has learned from his own observations, the pupil will now be able to understand how it is, that, although the cloudiness increases toward the polar regions, the rainfall diminishes; how it is that towards the equator the cloudiness decreases, but the rainfall increases. Thus, from observations in his own door yard, the pupil may gain an intelligent insight into the character of the rainfall in the different zones over the whole earth.

It is not to be expected that a very vivid idea of climate will be gained by the mere reader of this brief summary of results, dependent, as they are, upon data which he has not gathered by actual observation. Many of the observations referred to in the above summaries can be made by all the pupils in any school, and those in the upper grades can make and record all that are necessary. When this is done and proper calculations and comparisons are made by means of a long series of problems proposed and worked out by themselves, under the intelligent direction of the teacher, the pupils will have a substantial basis for the study of climate that no book study can give.

Our Work.

Let us be content in work,
To do the thing we can, and not presume
To fret because it's little. 'Twill employ
Seven men, they say, to make a perfect pin;
Who makes the head, content to miss the point,
Who makes the point, agreed to leave the join;
And if a man should say, "I want a pin,
And I must make it straightway, head and point,"
His wisdom is not worth the pin he wants.
Seven men to a pin—and not a man too much!
Seven generations, haply, to this world,
To right it visibly a finger's breadth,
And mend its rents a little.

—E. B. Browning.

A Bit of Real Life.

By K. L. B.

The accommodation train was jogging on its way to S—picking up at every station recruits for the annual county convention. It was a hot day in early June, when the exhausted and exasperated individual wondered if, by some means, July had not slipped its leash, and come hither with its hot, panting breath.

"What a day for a convention," growled Principal Thorne, of Fairville. Why are we not sensible? Why do we not rise in a body, and demand that we convene in October?"

"Startling innovation!" drawled Prin. Waite. "Don't you know, son of Vermont, that the great Adonijah Blarcomb, father of the common schools, called the first convention of educators on the eleventh of June 18—? And do not the county conventions all over the state follow the example set?"

"I was not aware," replied Prin. Thorne, "not being a native." "You are forgiven," said Mr. Waite amiably, "only utter no such heresy again."

"I see, by the program, that Miss Follen, the new principal of Cliff St. grammar, is to read a paper," remarked Principal Minot; "who is she, anyway? What business has a woman to be taking the bread and butter out of honest men's mouths?" "She's a wonderful little woman," said Thorne. She took Dawson's place—was his head assistant before. He died, you know. While they were looking about she took temporary charge. Did much better than he ever did, poor fellow. Well, parents petitioned, children were almost crazy. They would have her. She got it; everybody is happy. Fine school, shoals of company. Say Minot, why don't you cultivate her acquaintance, she's just the one for you; wake you up, old boy."

"I am afraid of women," replied Minot placidly, "and I don't want to be any livelier than I am now." Amid the general laugh that followed, S— was reached, and the car was emptied of its pedagogues.

The convention was much like other conventions that have been held in the Empire state. There was the usual business meeting with its misery of long drawn formalities, its fierce mangling over non-essentials and utter ignoring of essentials. Prof. Van Borem, of K. Institute, spoke forty-five minutes on the thrilling topic of the subjunctive mood, followed by a much scared little primary teacher who gave a lesson to ten children on the difference between the word *cat*, picture-*cat*, and the *cat*. A short recess followed, in which the principals from Darkville Way-Back took off their collars, and an impulsive gentlemen from N— playfully drove a wooden cricket through a window in his vicinity which refused to open.

The bell sounded and the next speaker was announced. A little ripple of excitement swept over the audience. A woman stood before them, composed, bright-faced, cool, and comfortable in her dainty summer gown. She had not spoken ten words before it was as if a refreshing breeze had swept over that jaded company. They ceased to loiter, forgot even to fan themselves, and sat bolt upright oblivious of heat and fatigue. She took for her topic a matter of the very highest importance in school reforms, and dealt with it in a most original, yet masterly way. Calmly and clearly she stated the question as it faced the teachers. With relentless logic she swept away the cobwebs of falsehood, weakness, and sentimentalism, that had well-nigh obscured a most venerable idol. One moment her hearers were convulsed with merriment at some keen shaft of wit or ridiculous illustration. At another they were sensible of a vague discomfort as their own secret weakness was laid bare. But the speaker was no iconoclast merely. She went on to present to her hearers a nobler ideal, and if she had stirred them before by wit, keen logic, and ridicule, she held and moved them now by something better.

It was not her earnest, charming face, nor the tones of her clear, silvery voice that gave that great company into her hands. It was not even the force of eloquence, but the sight of a supremely noble ideal. It thrilled them by its power; it drew them by its loveliness. It revealed to them unexpected kinship in their own hearts. The most humdrum, rutty, discouraged teacher

said to herself or himself, "There is hope for me." The walls of the old court-house fairly rang with applause. Men a moment after realized that they were on their feet all but shouting. Women were not ashamed of their fast falling tears.

One man sat silent and motionless, scarce heeding the surging applause around him. There was a tempest of emotion in Francis Minot's hitherto placid and well-conducted heart. He rose and left the building, for he wished to compose himself.

On the outskirts of the town, were thick woods and upland pastures, a future park. And here, underneath the pines the principal of Fairville high school found out the truth about himself. Nearly a year later Eleanor Follen was surprised and somewhat disconcerted by an offer of marriage from the big, silent man who had by easy stages become her good friend, in the past months. I say she was disconcerted, for Eleanor who knew human nature in others, was singularly unconscious and child-like where her own heart was concerned.

She was a teacher by instinct, as well as by training. She loved her work as few are able to. It appealed to and secured the very best of her sunny, beautiful nature. And she did not want to stop. To give up her work was to wrench her life from its natural, happy relations. But Francis Minot was most patient. He waited, yet wooed still, and in time was appreciated.

Just two years from that eventful June day, they were married, and soon after started for the coast of Maine on their bridal tour. They would return before September, and Cliff street grammar school children rejoiced that they were not to lose their beloved principal. It was a pleasant, leisurely summer, spent in rambling from Portsmouth to St. John. Eleanor enjoyed all sorts of vacation idling, yet the two found time to talk over many school problems. She was resolved that the next class from Cliff St. to the high should surpass all previous ones. They were called home suddenly by important business. The principalship of D. high school had been offered to Minot. All things considered, the state had nothing better to give an earnest, ambitious teacher. Eleanor was silent, but he read her questioning in those brown eyes. "I will not accept unless they will take you, too," he said. "You're the better man."

He returned at night, and sat down by her in the gathering dimness. "It is all right," he said, "I have accepted, and you are to be my first assistant, at the salary you had here. Dr. Benson, the chairman, is delighted. We will show them what a high school can be." So the ties with Fairville were broken, and they went at once to D. Here an overwhelming disappointment awaited them. Dr. Benson had calculated without his host, and all his efforts had not succeeded in convincing the majority of the board that a married woman could teach. Eleanor's reputation counted as nothing, and a far inferior woman was put in the place she had deemed hers. There was nothing to do but to bear it, and after all it was not an entire defeat. To sum it up briefly, Prin. Minot's wife was the power behind the throne. There was not a detail of that large school, with which she was ignorant. She was her husband's counsellor always. Together they planned the work, her keener intuition always lending wings to his more plodding nature. She won his teachers as well, until they went to her whenever they were perplexed or discouraged. Many a rough place for Minot was smoothed over by his wife's tact and devotion. She was ever on the alert for him and the school, reading, studying, observing other schools, watching results, and considering how weaknesses might be repaired. Is it a wonder that D. school became famous throughout the country? Minot realized his obligation, and all the forces of his big, silent nature were loyal to this finer, higher influence. As for Eleanor, she never regretted her marriage, despite the keen pain of the accompanying disappointment.

One thing more in this bit of real life. The first assistant had died, and a new one was to be appointed. Again Minot urged his wife's claims, and with no better results. He came home one night strangely disturbed. "Whom do you imagine has been appointed?" he asked of his wife.

"I have not heard," she replied quietly.

"It is Mrs. Romaine," he said with a bitter emphasis.

"Why, Francis—how can that be—a married woman?"

"She has obtained a divorce from her husband; so they take her back into the schools. She is not one-tenth part of what the position demands. Eleanor, I am indignant." For a moment the clear brow was clouded, then his wife said slowly, "It is just this. If a woman is well and happily married she cannot teach, no matter how capable she is, or how well placed to continue her work. But if she is miserable, and her marriage a failure, she is eligible, with all the scandal of the divorce court trailing after her."

How does it seem to you, reader?

It was a sixth-grade boy who surprised his teacher in reading the other day by the interpretation of the sentence: "There is a worm. Do not tread on him." He read slowly and hesitatingly, but finally drawled out, "There is a warm doughnut; tread on him!"—*Ex.*

Pronouncing English. V.

Collected by HENRY A. FORD, A. M., Detroit, Mich.

The following selection of words is from the manual of practical English orthoepy known as "The Orthoepist" and the "Pronouncing Handbook of Words often Mispronounced," both as together containing the words of common speech most liable to wrong pronunciation. The list includes only those for which the best usage of our time, as recorded by the Century Dictionary, requires correction in the books named and the larger standards upon which they rest.

Orange.
Orchestra only. So or'chestral.
Orison.
Ornate.
Orphean only.
Orthoepy or ortho'epy. But or'thoepist only.
Overseer (seer in one syllable).
Oxid, oxide, oxyd, oxyde.
Pa-cifica'tion and pa-cifica'tor.
Pageant, pageantry (pāj or pā).
Palace. According to the compiler of "The Orthoepist," this pronunciation "smacks of pedantry."
Palāv'er.
Palfrey.
Pan'door.
Panegyric (not geric).
Pannier (yer).
Panorama only.
Pan'theon.
Papa' or pa'pa.
Par'achute.
Paraffin or paraffine (fin in both spellings).
Parallelepiped (corrected spelling).
Parcel ("usually st").
Parhe'lion (liun).
Pāriah.
Parisian (rīz'yan).
Parquet, parquette (ket' only).
Par'tizan, par'tisan.
Patriot (or pāt). Similarly patriotism, patron, patroness, patronal, patronize; but pātronage or pātronage.
Peculi'ar (yer). But peculiar ity.
Pecu'ni-a-ry.
Pedagōgy only.
Pēdal or pēdal, adjective and noun.
Penult' or pe'nult, reversing the former order of preference.
Peony. Piony is accounted obsolete by the Century.
Per'fume or perfume, noun; perfume' or per'fume, verb.
Perfunctory.
Pestle (st only).
Pēt'al only.
Pewet or pewit (spelling).
Phālanx or phālanx.
Philosophic (not zof).

Composition Subjects.

What I know about Fishing.
My Favorite Books.
The Bravest Man I Know.
What I would like if I could have my Wish.
The Last Candy Pull I Attended.
The Best Fellow I Know.
How I shall spend my Vacation.
Some Pets of Mine.
Description of My Room.
The Happiest Day of My Life.
What I would do with a Hundred Dollars.
How to Make a Kite.
My Visit to the City.
Weeding the Garden.
What I Know about Birds.
How Maple Sugar is Made.
What we did at our Picnic.
How I tore my Dress and how I mended it.
Ten Years from now—What I shall be doing?
Some Wild Flowers.
What I can see from the School-room Window.
What a Dog would say if he could Talk.

The teacher may also make use of the following exercises, to familiarize the pupils with the every-day occurrences of social and business life. As a drill in language work they will be valuable:

1. Write an informal note to a school-mate, inviting her to take tea at your house.
2. Write a formal note of invitation to a party.

3. Write an acceptance of the invitation.
4. Write a note declining the invitation.
5. Write a letter introducing one of your friends to another.
6. Write a recommendation for a friend who is seeking a position.
7. Write a note to accompany a gift.
8. Write a note of condolence.
9. Write a graceful acknowledgement of a gift.
10. Write a bill for services rendered.
11. Write a receipt of a bill.
12. Write a promissory note.
13. Write an application for a position in a business house.
14. Write an advertisement for a position.
15. Write to a publishing house ordering some books.

Supplementary.

A Flower Exercise.

(For four little girls)

By JENNIE D. MOORE, Wappinger's Falls, N. Y.

All.—"Tis the time of merry sunshine,
The time of fruit and flowers;
We girls have all been straying
In nature's fairy bowers.
Where birds went singing by us,
The brook, too, sang its song,
And bees were gaily buzzing,
As they floated slow along.

First.—I plucked a little daisy,
Starry, pure, as white as snow,
With heart of gold. I found it,
In the fragrant mead below.

Second.—These buttercups so yellow,
Glowing golden in the sun;
I found close by the daisies,
And I plucked them every one.

Third.—The wild pink roses straying
Beside the high stone wall,
Caught my fancy and I gathered
These fairest flowers of all.

Fourth.—No flower can be fairer,
To me none sweeter seem,
Than the lily, graceful, bending,
Near by the running stream.

All.—Out where the sunlight glances,
Over meadows, daisy-strewn;
Down where the brooklet dances,
And sings us a merry tune,
We love to roam, to linger
In the meadows, by the stream
And gather flowers, while summer hours
Pass o'er us like a dream.

Vacation-Time.

All the world is set to rhyme
Now it is vacation time,
And a swelling flood of joy
Brims the heart of every boy.
No more rote and no more rule,
No more staying after school
When the dreamy brain forgets
Tiresome tasks the master sets;
Nothing but to play and play
Through an endless holiday.

Morn or afternoon may all
Swing the bat and catch the ball;
Nimble-footed race and run
Through the meadows in the sun,
Chasing winged scraps of light,
Butterflies in darting flight;
Or, where willows lean and look
Down at others in the brook,
Frolic loud the stream within,
Every arm a splashing fin.

Where the thorny thickets bar,
There the sweetest berries are;

Where the shady banks make dim
Pebbly pools the shy trout swim,
Where the boughs are mossiest,
Builds the humming-bird a nest—
These are haunts the rover seeks,
Touch of tan upon his cheeks,
And within his heart the joy
Known to no one but a boy.

*All the world is set to rhyme
Now it is vacation-time.*

—Selected.

Nizhni-Novgorod.

(For Supplementary Reading.)

By EVELYN C. DEWEY, New York City.

The early morning sun is shining on the wide-awake fair city of Nizhni-Novgorod. For nine months this temporary Russian market and its few inhabitants have been sleeping; the streets have been deserted, the stores and warehouses locked up; but now it is August, the fair-time has begun and the streets, the stores, and warehouses, are filled with the swarming buyers and sellers from all parts of the empire.

Little Marie Dostoyerski lives in a low wooden house, over in the old fortified city of Novgorod, right beside one of the ruined city towers. To-day she is very happy, for her brother Ivan, a soldier of the Tzar, has given her a few copecks and she is to go out into the city alone and spend them as she likes. She sings as she puts on her best dress and ties her cross around her neck. Soon, she is ready, and mother warns the little girl not to lose her way, as she kisses her good-bye.

With lunch-basket on her arm (and copecks held tightly in a little bag), Marie walks on down through the busy, noisy streets to the Lower Bazar. She passes the little school-house where the priest has taught her the catechism and how to read and write, passes the white-washed church with the bell in the belfry; she sees across the river the great cathedral, but how changed are the streets! All is familiar, yet unfamiliar to her. Here come two men on horseback wedging their way through the crowd. There are heavy peasants, dressed in great caps and coats and boots. Then the police, the soldiers, the Turks, the Asiatics, the Jews, the grand open stores, and the countless booths, all attract and hold the child.

Marie goes on until she comes to a sort of junk-shop. By the loaded tables sits the owner, a large kindly-faced Russian, drinking a cup of tea. The child looks inquiringly at the articles displayed, and smilingly selects a wooden comb for Mamma and some sleigh-bells for little brother Leon.

The sun is high up and Marie is getting hungry, so she makes her way through the crowd to the bridge where she sits down, and while she eats her black rye bread and salted cucumbers, she watches the busy men along the river-banks.

Novgorod, like New York, is situated between two rivers, the Oka and the Volga; there are eight miles of shipping here on the Volga.

Marie can see the men unloading the barges; some of the vessels are loaded with great chests of tea from China, some with iron ore from the mines of Siberia; others with bales of cotton from Bokhara, and rolls of carpets from Persia. The scene is so bewildering, the child almost grows dizzy.

But after awhile Marie remembers she has not spent all her copecks, so she gets up, and is just stepping off the bridge when a hand touches her on the shoulder. She turns and sees a dirty, unkempt man. At first she is frightened, but soon she sees he is only a monk. Russian monks or priests never cut their hair or beards. This monk carries a tin padlocked box suspended from his neck, and he asks the child to give him some money for the sick in the hospital. Willingly, Marie drops half of her precious copecks into the box, crosses herself, and hurries on through the throng.

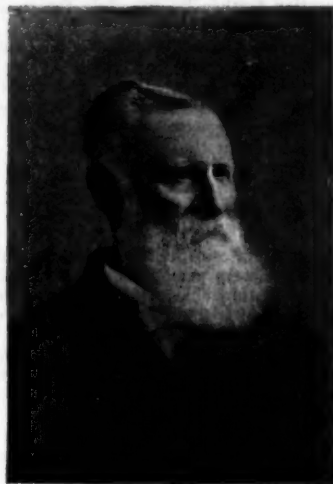
Yonder is a man crying at the top of his voice the beauties and uses of his ware—a tray of brass jewelry. Marie looks longingly at a shiny chain which would be so nice for her wooden doll at home. But she has only a few copecks left and has not bought anything for Grandma!

Ah! here comes a bright-faced boy, crying, "Mushrooms! Fresh mushrooms! who'll buy?" and, quick as thought, Marie buys a string of them "for Grandma" and has no more copecks left.

It is getting well on in the afternoon, but Marie hears the band playing in front of the governor's house on the shaded boulevard. She manages to get as near as possible and sits down on a doorstep. Soon the tired child falls asleep, lulled by the sweet music.

As twilight deepens, a kind peasant, a mujic, passes, recognizes the child, and, without awakening her, carries her and her treasured purchases home to the old city of Novgorod. A hush falls upon the city as the darkness envelops it and happy little Marie Dostoyerski wakes no more until the glorious sun again wakes the fair-city, Nizhni-Novgorod.

The Educational Field.



John Ogden.

Mr. Ogden was born at Mt. Vernon, Ohio, in 1824. He was educated by his own efforts, studying at Ohio Wesleyan university, at Delaware, Ohio, where he was afterwards principal of its normal department for three years.

He was also principal for three years of the McNeely normal school, Ohio, and principal of the first state normal school at Winona, Minnesota. After three years in the Civil war, he became first principal of the Fisk university, Nashville, Tenn. and on returning to Ohio in 1869, was principal of the Ohio central normal school at Worthington, and was institute conductor for 11 years in Pennsylvania and Ohio.

In 1884 he went to Dakota territory, where he was institute conductor, till after statehood, when he was chosen superintendent of public instruction for North Dakota, which position he now occupies.

Supt. Ogden is the author of "The Science of Education and Art of Teaching"; "The Outlines of Pedagogical Science," and "The Elements of Ethical Science." He is also engaged on an unpublished work on which he has spent more than 20 years.

During his brief term of office he has published a "Course of Study for the State of North Dakota," covering all grades from the kindergarten to the university. An "Institute Course" has also been prepared by him which is used in every county, and which with the "Reading Circle Course," reaches directly into the "Normal Course," so that every year the teacher, while teaching, approaches nearer and nearer graduation and a state certificate, which may be reached in from four to six years. Supt. Ogden has prepared many other documents for the good of the schools of the new state, which are all authorized by law, and sent to all the officers and teachers, for the building up of the educational interests in a state abounding in all natural resources.

The long experience and earnest-heartedness of this veteran in education, peculiarly fits him to be of service in formulating and systematizing new movements in education. With a mental grasp of the necessities of the times, and a teaching and inspiring power that makes him warmly remembered by his old pupils, wherever they are, he is an honor to the corps of educational leaders.

Ohio.

Prof. R. H. Holbrook of the Lebanon, Ohio, normal school, thinks an educational revolution has begun in Ohio. The county examination may bring boys and girls from the schools to the county seat annually for examination. He witnessed one such scene.

He notes these points: First. Practical county superintendency for the country schools of Ohio, a superintendency more effective than that of any other state in the Union.

(In every county in Ohio, the county examiners, by the provisions of the state law, give just as much time and care to the examination of the *pupils* of the country school as they do to the examination of the teachers of those schools. This is the *essential* requisite of genuine supervision, and, strange to say, is the feature which is entirely left out of most county supervision throughout the United States. That is, in Ohio, we have now county supervision without the name; while in most of the other states they have the name without the supervision.)

Second.—It means that the country schools of Ohio will hereafter have a course of study established by the law.

Third.—It means that the country schools have at last a graduation day,—real commencement exercises.

Fourth.—It means that the country school boys and girls, who before could have no thought of it, will now, because they can, push their education further by attending the most convenient high school.

Fifth.—It means that a new element has been introduced into the lives of many country boys and girls. (There were a great many in the room before mentioned who had never before been to the country seat. What quickening this will prove to many a bright soul, who might otherwise have been born to blush unseen and waste its sweetness in the isolated routine of country life, may be easily surmised).

Chicago.

The graduating exercises of the Cook Co. normal school took place on the 23rd and were attended by a large and enthusiastic audience. The graduating class was large, and was addressed by Inspector James L. Hughes of Toronto, Canada, upon the subject of "The Trained Teacher."

The following are some of the leading points in the address:

"All true training increases our power to overcome wrong and strike strong blows for truth. So far as any man is untrained he bars the progress of humanity towards the right.

1. Training will increase our knowledge. When a man has reverently looked at a fern spore through a microscope and at the celestial system through a telescope, it is hard for him to become a skeptic.

2. It should increase the power to gain knowledge independently.

3. It should enable the teacher to discriminate between statistical information and vital principles. We have studied man's names instead of God's forces. The name of the river or the mountain, instead of their relation to civilization.

4. It should stimulate the natural love of knowledge. All children love knowledge, and this love would increase if they were not forced to learn unsuitable things by unnatural methods.

5. It should give greater power to think independently, clearly and consecutively. The teacher who has a definite thought of her own to teach is filled with an inspiring magnetism that can never come from repeating the thought of others.

6. It should give power to use knowledge. The greatest weakness in human character is lack of power to execute good resolutions. The greatest need of the schools to-day is better training of the executive powers. It is a terrible mistake to train the receptive and reflective powers without completing the essential sequence by training the executive powers.

7. It should teach that the child is infinitely greater than all the knowledge or thought power that can be communicated to it.

8. It should lead you to value education for the culture it gives and the growth it produces more than you value any utilitarian advantages that may come from it. Fight hard against the ghouls who would rob the poor man's child of music, and art, and literature, because "he does not need them in making his living." The poor man's child has the right to have every element of his intellectual and spiritual nature brought into vital relationship to the divine harmonies of creation.

9. It should give you great faith in yourself. You can never do your best work until you have faith in your best power. Your training should reveal you to yourself by making you conscious of your special power.

10. It should give you faith in the good in human nature. You will never have a boy or girl in your class so bad as to be beyond the uplifting and purifying influence of unselfish love.

11. It should give you correct ideals for your work. Power; not facts or utility; power to feel, to think, to be, to do.

12. It should give you a high estimate of your profession. No other affords so many opportunities for giving inspiration. You will never have a class in which there will not be geniuses, that may remain dormant forever unless you arouse them. The grandest thing you can ever do is to start a human soul to grow.

13. It should make you free. Most schools fetter their students with set forms, and rigid methods and they go out to work in chains. The slavery of the soul is a more terrible bondage than the slavery of the body. Be Luthers and nail up your protest against the tyranny of customs, and habits, and prejudices, and stereotyped methods, and intellectual and religious creeds; be Lincolns and proclaim spiritual freedom for all men."

Supt. Seaver, of Boston, has been re-elected for the sixth time as superintendent of the city schools. The term is two years. Supervisor S. W. Mason declined re-election on the ground of ill-health and Mr. George H. Martin, agent for the state board of education, was elected in his place. Supervisor Mason has labored for 40 years in the Boston schools with a success that few men achieve, and leaves behind him an honorable record and a grateful community. Ellis Peterson, Robert C. Metcalf, George

H. Conley, and Louisa P. Hopkins of the old board of supervisors were re-elected, and Mr. George I. Aldrich, superintendent of schools of Newton was elected in place of Mr. John Kneeland.

There will be a school for higher physical culture, at Vanderbilt university, at Nashville, Tenn., from June 16 to August 16. Mr. James T. Grathmey, director of the Vanderbilt university gymnasium, will be principal.

A three weeks' opening session of the Catholic summer school will be held at New London, Conn., commencing July 30. Upon its success this year, the permanent establishment of the school will depend. Warren E. Mosher, Youngstown, Ohio, has charge of the preliminaries of the school for the coming session. George Parsons Lathrop is chairman of the local committee at New London, and the board of trade, as representative of the people in that city, have extended a hearty and cordial welcome to the Catholic summer assembly, who have chosen this place for their initial session. The school will be founded on the lines of the Chautauqua circle.

It must have been a joyful occasion, the closing exercises of the public schools of Pensacola, Fla., of which Prof. J. P. Patterson is the superintendent. The program is a very attractive one. The Chipley gold medal was presented to Miss Rendall; the Lurton medal to Miss Osborne. Certainly the South is taking up the public school question with ardor. Pensacola must have been all ablaze. The Alumni Association, The Academic Club, the eight grade exercises, in fact an entire week, was given up to education.

An effort is being made in New Orleans, by the teaching force of the city, to work up the matter of back salaries, which include the years 1880-'84, and for which it is believed provision has been made in the recent constitutional amendment passed by the people at the last election. The amount of arrears is \$200,000. A committee has been appointed to ascertain the names of all those teachers who had entered suit against the city. Many of the teachers to whom this back indebtedness is due are dead. Supt. Easton is interested in the movement, and is most helpful with suggestion; and personal effort to give justice to these teachers, who have waited so long for the salaries that are all too small at the best. The laborer is not only worthy of his hire, but he is worthy of it very promptly.

At the public school festival of graduating classes in Boston in 1865 Wendell Phillips in an address to the children, said:

"As the facilities and opportunities that the Boston boys enjoy have been referred to I could not but think what it is that makes the efficient man. Not by floating with the current; you must swim against it to develop strength and power. The danger is that a boy, with all these facilities, books, and libraries, may never make that sturdy scholar, that energetic man, we would wish him to become. When I look on such a scene as this, I go back to the precedent of him who traveled eighteen miles and worked all day to earn a book and sat up all night to read it. Boys, you will not be moved to action by starvation and want. Where will you get the motive power? You will have the spur of ambition to be worthy of the fathers who have given you these opportunities. You cannot be as good as your fathers, unless you are better. Be better than we. We have invented a telegraph but what of that? I expect if I live forty years to see a telegraph that will send messages without wire, both ways at the same time. If you do not invent it, you are not so good as we are."

This advice is just as well adapted to the graduating classes of '92 as '65. A little of the heroic spirit that prompted these inspiring words is needed at this time when the graduating classes everywhere are being saturated with characterless congratulations that weary audiences and leave no impress upon the classes themselves.

The examining board of the treasury department at Washington, D. C., have voted unanimously to grant a gold medal to Miss Bertie O. Burr, of Nebraska, for rescuing two young ladies from drowning, in the Blue river, near Crete, Neb., last summer. Miss Burr was the only swimmer in the party of six, but plunged boldly in, and rescued the drowning girls. She had learned to swim at Lasell female seminary, at Auburndale, Mass., and it is through Prof. Bragdon, of that seminary, that the matter has been brought before the treasury officials. This circumstance is likely to give a stimulus to the subject of athletics at girls' colleges.

The village of Tom's River, in Ocean Co., N. J., is getting quite a reputation for its enterprise in the matter of schools. Prof. James D. Dillingham is a graduate of Amherst college, and has the confidence of his community to a remarkable degree. He has instituted a graduating class at the close of each year. The class numbered eight this year of which three young men are prepared for college. A fine-looking program of the exercises indicates pride in the school. It is not the size of the school, but the quality of it that shows the kind of work done.

The graduates of some state normal schools have received notifications that they must pass a physical examination before

they receive a license to teach. Why not? Nothing is needed more as a foundation for success in the school-room than physical vigor. The work is sufficiently wearing at the best if entered upon in perfect health. The physician's certificate that a woman has only the requisite number of nerves and that they are in normal condition, warranted to last a reasonable length of time with good treatment, ought to be worth more as to "counts" than all the 90's in other examinations.

Ten scholarships in the Art Department of Pratt institute; Brooklyn, have just been awarded to the most meritorious graduates of the past year from Prang's normal art classes. Each scholarship includes one hundred dollars and one year's free tuition in the art department of Pratt institute, one of the best technical schools in the country. The gainers of the scholarships, whose names are given below, are all teachers actively engaged in public school service as grade teachers, special instructors or supervisors, and their work in the Prang classes has been done by home study and correspondence:

Milly E. Adams, Shippensburg, Pa., instructor in normal school.
Bertha Coleman, Brockport, N. Y., instructor in normal school.
Florence H. Fitch, Evanston, Ill., grade teacher.
Helen M. Goodhue, Newark, N. Y., supervisor of drawing.
Jane Landon Graves, Millersville, Pa., instructor in normal school.
Alfaretta Haskell, Oshkosh, Wis., instructor in normal school.
Leona Hope, Meadville, Pa., grade teacher.
Lilla A. Nourse, Rochester, N. Y., grade teacher.
Harriette L. Rice, Ithaca and Corning, N. Y., supervisor of drawing.
Wilhelmina Seegmiller, Allegheny, Pa., supervisor of drawing.

The summer school in physical training at Harvard university will open June 30. The school will be under the direction of Dr. Sargent, who will lecture on anthropometry, physical training, applied anatomy, and personal hygiene. He will be assisted by Dr. Bowditch, dean of the medical school, who will lecture on the "Growth of Children," and "Composite Photography;" Dr. Clarence J. Blake, on "Testing the Hearing;" Dr. Edward Cowles, on "The Physical Origin of Mental Disorders;" Dr. Thomas Dwight, on "Anatomical Peculiarities;" Dr. Elliott G. Brackett, on "Spinal Curvature and its Treatment by Physical Exercises;" Dr. George Wells Fitz, on "Elementary and Experimental Physiology and Physical Diagnosis;" Dr. Lena V. Ingraham, on "The Pelvic Organs and Influence of Unsuitable Clothing, Exercise, etc., upon the Health of Women;" Dr. Myles Standish, on "Testing the Vision," and Dr. S. G. Webber, on the "Theory of Massage and its Applications."

The teachers' institute at Northampton, Mass., will open the second of its annual sessions on Wednesday morning, June 29, and continue till Tuesday afternoon, July 5, with half-day sessions on Saturday, and on the 4th of July. There will be appropriate exercises on Sunday. School supervision and management, the principles and methods of teaching, instruction in reading, language, arithmetic, geography, history, writing, drawing, physiology, temperance instruction, and nature studies, including minerals, plants, and animals, are on the program.

With a class of children the best modern methods of primary instruction will be illustrated, including the use of appliances for busy work.

These names appear in the corps of instructors: J. W. Dickinson, G. A. Walton, G. H. Martin, J. T. Prince, of the state board of education; C. C. Greenough, principal of the Westfield normal school, A. C. Boyden, Elizabeth H. Perry, Bridgewater; Sarah E. Brassill, Quincy; Mary R. Davis, Hooker school, Springfield; Jennie M. Skinner, Alden street primary school, Springfield.

Dickson county, Kansas, has a county superintendent of schools who, when he visits schools, takes along a box of tools, saw, hammer, etc., and fixes all the broken seats, decayed door steps, and dilapidated brooms he comes across. Can't that Kansas man be induced to attend the summer conventions, as a living proof that a school official can exist, who can practice what he preaches, and lead the way in this laudable undertaking to "fix up" things?

The principal of a public school in Elizabeth, N. J., is reported to have forbid the singing of the "Star Spangled Banner," at a flag-raising in that city recently. We are not informed whether he did this on account of dislike for the flag, the song, or for some other reason. Even if the singing was forbidden from no unpatriotic motive, he ought to have known that among those who did not fully understand the facts, his utterances would surely be misconstrued. One of the principal duties of the public schools is to instill patriotism—to encourage a feeling of nationality of which the flag is a symbol. A teacher who appears to dishonor that symbol, is likely to subject himself to severe criticism. To say the least, the principal's action in this case was unwise, and the people and the board did right in demanding an apology.

An incorporation has been formed in San Jose to establish a kindergarten for the training of kindergartners. It will be known as the San Jose Kindergarten training school, and its pur-

poses are to fit persons who are ambitious of becoming teachers, in kindergartens to do their appointed work. The capital stock is put at \$2,000, in shares of \$10 each, and the term of the incorporation is fixed at twenty-five years.

George Rhett Cathcart.

George Rhett Cathcart died in Newport on Monday, the 27th inst. The removal to Newport appeared to be beneficial, but the disease of the heart with which he was afflicted re-asserted itself fatally.

Mr. Cathcart was born in South Carolina of a distinguished family. Being early bereft of his father, his guardian in youth was Charles G. Memminger, subsequently secretary of the Confederate treasury. He was educated at the University of South Carolina, where he graduated at the age of seventeen. At the outbreak of the Civil war, he served for a brief period on the staff of General Longstreet; but his heart was in his favorite books rather than in the field, and he soon resigned and went to England, where he remained during most of the war period pursuing literary and legal studies, being entered as a student in the Middle Temple. He returned to this country in 1865, and later to South Carolina, where he was connected for a time with the *Charleston Daily News*; then he was connected with the *New York Times*, and the *Springfield Republican*. About this time he founded and published the *Publisher and Bookseller*, a literary and trade review. In 1870, he was employed by Messrs. Ivison, Blakeman, Taylor & Co., the school-book publishers, and remained with that firm through all its changes, becoming a partner within a few years. He compiled at this time "Cathcart's Literary Reader," which met with success.

He was prominent in the organization of the American Book Company, and was managing director of its agency department.

Besides being a skilful and energetic business man, Mr. Cathcart was distinguished by his cultivated intelligence and uncommon geniality of disposition, united with rigid integrity and a nice sense of honor. He had in a superior degree the faculty of winning and keeping friends. In all the rivalries and strifes of his calling, he so bore himself as to secure the personal esteem even of his rivals. But it was among his more intimate associates, his partners in business, the employees of his company, and a wide circle of artists, journalists, and men of literary vocations, that he was best known and best beloved. He was a friend strong in his attachments and unvarying in his fidelity. The life of any social circle in which he might be cast, his wit was kindly and left no sting. His heart was great and true and he prized the love and devotion of the least and humblest as much as the warm esteem and confidence of the greatest and best.

He was naturally, also, a public man, but his interest in politics was the service of the public. He was a member of the commission appointed some two years ago to promote the consolidation of cities and towns into a greater New York. He was, also, a member of the Sheriff's Jury of New York county, and belonged to the Union League, the Manhattan Athletic, the New York Athletic, and the Aldine clubs.

He was married in 1866, to a daughter of the late Professor James J. Mapes of this city. She and one daughter survive him.

The educators of the state of Wisconsin are still bubbling over the case of Prof. Gillan. The *Milwaukee Telegraph* says: "This high-handed, unjust, uncalled-for action of the board of regents will be kept before the people until he has that to which he is entitled—a hearing." It seems to be recognized that teachers have some rights.

New York City.

COLLEGE FOR TRAINING OF TEACHERS.

The fourth annual commencement of the New York College for the Training of Teachers was held at the college building, No. 9 University Place, on June 2. By common consent it had been agreed, both by the faculty and the graduating class, that it was more in keeping with the character of a post-graduate professional school to abolish commencement essays and to invite the audience to listen instead to the "annual address" to be delivered by some one of national reputation.

Dr. James MacAlister, LL. D., president of the Drexel institute, was chosen to deliver the address on this occasion. The address began with a survey of the state of educational progress throughout the world, in which among other things it was stated that while Germany expended last year four times as much on its public school as it did on its police department, New York expended last year \$200,000 more on its police department than on its public schools; and that while in three years the increase of the cost of maintaining the police department of New York has been 63 per cent, the increase in the cost of maintaining public schools for the same period has been seventeen per cent. The need of the time, said the speaker, is for a race having strong bodies. Physical education and ethical education need especial emphasis in our day.

The Rev. Dr. David H. Greer, of the board of trustees, followed Dr. MacAlister in a short address to the graduating class; after which Walter L. Hervey, president of the college, on behalf of the board of trustees, awarded the diplomas and certificates.

Fifty-six trained teachers are sent out by the college this year. All of these enter the work of teaching. It is a significant commentary upon the effectiveness of this institution to learn that of the entire body of its graduates ninety-five per cent. are actually engaged in teaching. Although the college has increased fifty per cent. in numbers since a year ago, the graduating classes are somewhat fewer in number. This is explained by the fact that a much larger proportion return for the entire two years' course. The urgent and increasing demands for trained teachers, the higher salaries which are uniformly offered to such teachers, and the fact that in certain departments applicants for teachers outnumber candidates for positions ten to one, are sufficient warrant for this course. More and more it is coming to be recognized that teaching is not a makeshift but a life-work, and that professional training is not a luxury but a *sine qua non*.

Not the least among the educational signs of the times is the development of such training colleges. The trustees of this college have just accepted the plans, and are about to award the contracts, for a group of buildings on Bloomingdale Heights. The work has already been begun. The college is to move to the new quarters in two years. The entire cost of site and buildings will not be less than \$900,000, all of which is to be contributed by private individuals who believe in education.

NEW YORK NORMAL COLLEGE.

At the twenty-third annual commencement of the New York normal college, there were given diplomas to 264 young women graduates. For the first time the degree of B. A. was conferred upon women in a college, supported by the state, and the daughters and sons of this city stand upon the same basis as to degrees and titles. By an act of the legislature passed five years ago, the normal college of the city of New York became a college in fact, as well as in name; and a five years' academic course became possible. While this normal school thus became legally a woman's college, it interfered in no way with the primary object of the college, which was to train teachers for the public schools.

Only fifty of the 264 young ladies, took the degree, the remaining number having chosen the normal course, showing that the mania for degrees has not yet pervaded the ranks to the decrease of the number who will select the regular normal course of special preparation for teaching.

The commencement exercises were of an interesting character. The valedictorian was Miss Lena Hall. Hon. John L. N. Hunt, LL. D., chairman of the board of trustees, congratulated the class on being pioneers of this great movement, and claimed that New York stood first in the United States for educational advantages. Essays followed by the young ladies who went outside of the school-world for their subjects, and discussed the past and present of literature, in this country and in England. Supt. John Jasper awarded the licenses to teach, and President Thomas Hunter distributed the diplomas. He thanked God that he had lived to see the degree B. A. conferred by the institution he loved so well.

He bade the pupils remember that the nearer their education brought them to their husbands and their children, the happier would be their homes, and the more perfect their family life. The award of prizes and medals was made by Commissioner Clara M. Williams, the only woman member of the board.

The annual exhibit of the handwork of the manual training and kindergarten training classes of the Normal college was made on Wednesday, June 22, and after the commencement exercises the following day. The manual training class consists of twelve young ladies who graduated last year from the college and received scholarships; the kindergarten training class is composed of six similar students. The manual training class exhibited their sloyd carpentry, specimens in cookery and in sewing, each one wearing on the occasion a dress made by her own hands. They also presented various mechanical drawings, and designs in paper cutting and mounting, also maps and globes in relief and geometrical and other forms in cardboard. The work of the graduates of the kindergarten training class was much admired. It was dainty and artistic and showed the thoroughness of the course given by Miss Coles. Several of the young ladies are expecting appointments in the fall. It is generally understood that 25 kindergartens will be opened in the public schools some time during the coming year.

Fifty among the graduates of the Normal college wore colors of orange and white fastened with pins bearing the motto "Tentanda via est." One of the number when asked as to its meaning said it meant "Get out of our way." These were the new bachelors of art.

Mamma.—Why did you run off from school, and spend the whole day rowing about the river?

Boy.—Papa said he wanted me to prepare for college.

Correspondence.

Why does the moon appear larger on rising at some times than at others? A. P. W.

Bay Creek, Miss.

If the appearance is the result of an apparent distortion in the shape of the moon the phenomenon is doubtless due to refraction. Our correspondent will find the results of refraction clearly described in most treatises on Terrestrial Physics or Physical Geography as, for instance, in Chapter VII. of Russell Hinman's Eclectic Physical Geography.

It is probable, however, that the appearance referred to is merely an optical illusion. It is well-known that both the sun and the moon always appear larger at the horizon than some distance above it. This appearance has nothing to do with refraction. Physicists and astronomers have discussed the matter and disagreed over it, but most of them are of the opinion that it is an optical illusion due to the fact that we are most impressed with the relative size of the sun or moon when rising or setting, because we compare them, unconsciously perhaps, with familiar objects on the horizon. If the moon appears larger on rising at some times than at others, the cause is believed to be subjective—that is, it inheres in the observer, and may be due to the difference in the size of the objects with which he compares the moon on different occasions. C. C. A.

Please mention some book or books treating on the origin and derivation of words. B.

You will find an unabridged dictionary the best aid in this matter of words.

Will you please publish in THE JOURNAL, the rules for spelling? Me. H. A. M.

In the complexity of our English language, it is impossible to give rules for spelling that will not have so many exceptions as to make them practically unreliable. Better teach children to spell by eye training, and to learn to know that a word is right because it is right. Constant copying of sentences spelled correctly is a far better use of time than learning set rules of spelling. The dictionary is as good an aid as to spelling rules as you can have.

What is meant by "Postal Union"? Ind.

R. R.

The Postal Union was the result of a treaty between certain nations concluded at Berne, October 9, 1874, fixing rates and making regulations for the transmission of mails. The rate for letters (one half ounce) is 5 cents; postal cards, 2 cents; newspapers, and other printed matter (per 2 ounces), 1 cent. The union since its organization has met the approval of its original founders, and has besides attracted to it many other nations. It now includes the United States, Mexico, Canada, the West Indies, the Central and South American republics, Great Britain, France, Spain, and Portugal and their colonies, Germany, Austria, Russia, and other European countries. Queensland, Victoria, and other Australian colonies joined the union very recently. In Cape Colony, Morocco, Transvaal, Orange Free State, and other countries not belonging to the union, the postage for letters ranges from 12 to 19 cents for the half ounce.

1. How would you teach history to a grammar grade? 2. Which is considered the best college or university in the U. S. for the equipping of teachers? 3. What would be the annual expense of a person attending such an institution, the party not being a resident of the place? SUBSCRIBER.

1. By every common-sense live way that can be thought of, never settling on any one way as *the* way. By topics, always and in connection with geography. Teach by association of events and not by dates. Set the class to investigating, and always keep in mind that history is a chain of events and not a collection of disconnected facts. 2. There is no "best;" every institution has its peculiar advantages. 3. Write for catalogues.

Will you oblige me by informing me of the best methods of interesting pupils to study while in school? Fla. M. B.

To answer that question, would be to tell you what constitutes a good teacher and neither time nor space can be spared for it here. A wide-awake, competent teacher saturated with his subjects and in love with teaching could not have a school who would not study. The contagion would spread over the whole school.

The merit of Hood's Sarsaparilla is the result of careful study and experiment.

Important Events, &c.

The "Current Events" given below have been especially written for use in the school room. They are selected from OUR TIMES, published by E. L. Kellogg & Co.; price 50c. a year.

Emin Pasha's Active Career.

Reports from Africa say that Emin Pasha has been suffering from small-pox. He has been reported dead; but lately this has been proved false. His name is Louis Schnitzer; he is the son of a German merchant and was born in Silesia in 1840. Early in life he developed an extraordinary love for natural history. While still a young man he formed the purpose of becoming an explorer.

Leaving Berlin in the Autumn of 1864 he established himself in Antivari, in Albania, as Turkish harbor and district doctor, under the name of Dr. Emin having assumed a Turkish identity and professed, it is said, the Mohammedan faith. After this he went as military physician to Syria and Arabia, being subsequently made governor of Epirus and Janina.

In 1874 he joined the forces of "Chinese" Gordon, whose purpose was the conquest of the Soudan and the building up of a genuine civilization in Equatorial Africa. Without any definite rank, he was soon recognized by Gordon as a man of high scientific attainments, tact, courage, and enthusiastic devotion to his work in Africa, and was soon sent on a dangerous mission from his headquarters, on the Upper Nile, to M'tesa, the king of Uganda, whose

kingdom extends from the Albert Nyanza to Victoria Nyanza. The successful completion of this difficult mission accomplished, he rejoined Gordon's forces on the Nile and upon the resignation of Gordon as governor general of Soudan, was appointed, in 1878, governor of the provinces of the Equator.

His financial management of these provinces was successful, and he devoted his attention to the improvement and civilization of the native tribes. He maintained an army of 2,000 Egyptian and native soldiers, exterminated the slave hunters from his province, established schools and missions, and gave an enlightened, progressive, and powerful government to a country of 6,000,000 people before that savage and ignorant. In spite of his many duties he found time to do considerable scientific work. The murder of Gordon at Khartoum and the surrender of the Soudan to the Mahdi for several years cut Emin off from the world. He retreated to Wadelai where he found himself between two fires—the hostile forces of the Mahdi on the north and those of Mwangi, the new king of Uganda, on the south. Here he would have perished, save for the neighboring king of Unyoro, who sent him supplies and an assurance of his friendship.

Emin's cause exciting wide interest the king of Belgium, sent Henry M. Stanley to find him and to aid him to the coast. The relief party started early in 1886 and penetrated Africa by the Congo route, and finally, after suffering incredible hardships, met Emin at Kavillas, a village on the south shores of the Albert Nyanza, April 29, 1888. Emin hesitated at first about accompanying Stanley to the coast, but finally consented and they reached Bagamoyo December 4, 1889. Soon after he was seriously injured by falling from a window, and on his recovery went to

A GREATER FIND

Than that which gladdened the heart of the Arabian Nights Fisherman is the discovery that



AYER'S Sarsaparilla is the best remedy for **RHEUMATISM**, and all diseases originating in excess of acids in the blood. We could name hundreds of persons who, after years of torture from these complaints,—having vainly sought relief in a variety of prescriptions,—were at length induced to try **AYER'S Sarsaparilla**. The effects were almost miracu-

lous. The excruciating pains gradually diminished and finally ceased, the general health improved, and radical cures resulted. To eliminate poisonous acids from the blood and expel them through the proper channels, no other remedy is so universally popular and efficacious as

AYER'S Sarsaparilla

Prepared by Dr. J. C. Ayer & Co., Lowell, Mass.

Has cured others, will cure you

FOR THE TOILET

To restore the hair when it has become thin, faded, or gray; to promote a new and vigorous growth of hair of the original color, fullness, and texture, and to keep the scalp clean, cool, and healthy, the most popular and effective dressing is

Ayer's Hair Vigor

Prepared by Dr. J. C. Ayer & Co., Lowell, Mass.

NEW YORK STATE NORMAL AND TRAINING SCHOOLS.

These schools are for residents of the State who intend to teach in the Public Schools of the State.

Diplomas of these schools are licenses for life to teach in the Schools of the State.

The Fall Term begins the first Wednesday of September, and Spring Term first Wednesday in February.

APPOINTMENT.—A person desiring to enter one of these schools should apply to his School Commissioner or City Superintendent who will forward a recommendation for appointment to the State Superintendent, and it will be sent by him to the school to which the appointment is made.

ADMISSION.—A person must be at least 16 years of age, of good moral character, and pass an examination at the school entered in Arithmetic and Grammar, indicating that these subjects can be completed in a term of 30 weeks, also in Geography, Reading, Writing and Spelling, but

A DIPLOMA from a College, High School, Academy, or Academic department of a Union School, a State Certificate, or a 1st or 2nd grade Commissioner's Certificate obtained in the uniform examination, will be accepted in lieu of Entrance Examination.

EXPENSES.—There are no expenses for tuition or the use of text-books, and fare one way is refunded to each student spending an entire term of 30 weeks.

For particulars concerning the several schools send for circulars to the Principals as follows:

Brockport.....	CHAS. D. McLEAN, LL.B.
Buffalo.....	JAMES M. CASSETT, PH.D.
Cortland.....	FRANCIS J. CHENEY, PH.D.
Fredonia.....	F. B. PALMER, PH.D.
Geneseo.....	JNO. M. MILNE, A.M.
New Paltz.....	FRANK S. CAPEN, PH.D.
Oneonta.....	JAMES M. MILNE, PH.D.
Oswego.....	E. A. SHELDON, PH.D.
Plattsburg.....	FOX HOLDEN, LL.B.
Potsdam.....	THOS. B. STOWELL, PH.D.

Persons graduating from teachers' training classes, hereafter organized, and bringing a second-grade certificate of proficiency from the principal of the school where the work was performed, will be credited with the following subject matters complete for the Normal Courses: Arithmetic, Grammar, Descriptive and Political Geography, American History and Civil Government.

Do Not Wait

School Boards are writing us for best teachers in many different lines and soon there will be more places than we have capable teachers to recommend. If you write us fully, sending photo and endorsements we can help you. Send for new form. NEW YORK EDUCATIONAL BUREAU, H. S. KELLOGG, Manager, 25 Clinton Place, New York. Estab. 1888.

Now is the Time

Cairo and wrote the story of his African experiences. He returned to the interior in 1890 and soon regained control and restored order.

THE STUDY OF CENTRAL AMERICA.

The members of the Harvard college expedition sent out to explore the ancient city of Copan, in Honduras, has returned home, because it is not safe for them to work in that climate in summer. The expedition have been a success, and it is believed that another expedition will be sent out in the fall. Forty-seven students, representing several colleges and universities, are at work among the Central American Indians in behalf of the World's fair. They will go among the Indian tribes and make measurements of persons of all ages. All the peculiarities of the hair, the eyes, nose, ears, lips, and color, are to be most carefully observed. The arms, shoulders, and other parts of the body are also to be measured. The length and breadth of the head is to be ascertained, the height and breadth of the nose, medial and transverse outlines of the head, and the outlines of the hand. From the data thus obtained there will be prepared a number of charts and tables, illustrating the physical characteristics of the native people of America.

A HUNDRED YEARS A STATE.

The one hundredth anniversary of the admission of Kentucky to the Union was celebrated at Lexington, June 1. One notable feature was the presentation by the city of Philadelphia of famous pictures representing historical buildings in that city. One is a representation of Independence Hall; another of Carpenter's Hall, founded in 1734 in which the first Continental Congress, met, and the third is a fine painting of the building in which Thomas Jefferson wrote the Declaration of Independence. Exercises were held in a theater in which the school children took part. At Frankfort, forty-four rounds of cannon, one for each state, were fired in honor of the occasion.

A WONDERFUL FLASH-LIGHT.

A German chemist has invented an apparatus for giving a magnesium flame, that, it is said, can be seen six miles in daylight. On a trial of the light at Hamburg recently, it was found that it could be distinguished by its flashes, at a distance of four miles, although the flame was masked by trees, and other objects, and several powerful electric lights were burning in the same direction, and almost in range with it. The electric light is found to be more absorbed by fog than any other light; as a substitute for this light one can readily see how useful the new invention really is. The magnesium light will be given a trial at Staten Island, N. Y., and if satisfactory will be used in other places.

THE NICARAGUA CANAL.—Warner Miller, president of the Nicaragua Canal Co., in speaking of the progress of the work recently, said: "We are getting along very well, and we have now 500 men at work. We began on the canal only about four years ago, and we have already spent something like \$5,000,000 upon it. We have excavated about a mile of the canal. We have built more than twelve miles of railroad and we have surveyed the whole route, and we know just what we can do. To show you that we are doing things thoroughly, it cost us about \$500,000 to make this survey, and you can have little idea of the difficulty of the undertaking."

FOREIGN SCHOOLS IN TURKEY.—Owing to the efforts of the American minister, Mr. Hirsch, the recent edict against foreign schools has been modified by the Sultan of Turkey. The missionaries in that land can now feel secure against interference. In this movement the United States was supported by France and England.

GERMANS DEFEATED.—It was reported that a German force of 155 men, nearly all Soudanese was defeated June 10, in the Moshi territory, near Kilima-Njaro. The fifty men who escaped retreated to Fort Mareng. The British East Africa Company has sent stores and necessities to Taveta.

A LEVEE BREAKS.—The Bayou levee, at the town of Bayou Sara, gave way at 8 o'clock one morning, and by noon the whole town was under from four to eleven feet of water. Not a single life was lost, but it required great efforts for many to reach the high ground at St. Francisville.

DISTURBANCE IN BRAZIL.—The supporters of ex-President da Fonseca, have succeeded in deposing Gov. Pelotas. They favor Tavares for governor.

New Books.

The object in the preparation of the edition of the *Six Books of the Æneid of Vergil*, by Drs. William R. Harper and Frank J. Miller, was to present the facts in the Latin of the author in as suggestive and accessible a form as possible, and to afford material and stimulus for the study of the poet from a literary point of view. The introduction gives a series of studies that develop all the important principles of syntax that are not within these books, and a new presentation of the Vergilian verse and principles of quantity. The plan is followed out of giving the student his grammar, notes, and lexicon all in one volume. Material for the study of Vergil is furnished by a bibliography, a list of topics for investigation, an account of the Royal House of Troy, rhetorical studies, and notes. The latter are explanatory; aid the study by means of cross references, or references to other authors; interpret difficult passages; or give copious quotations from Greek, Latin, Italian and English authors who have any intimate relation to the Æneid. The volume is adorned with a map and many beautiful illustrations representing persons or scenes described in the poem. It is substantially bound in green cloth with red edges. (American Book Company, New York, Cincinnati, and Chicago. \$1.25.)

S. E. Tillman, professor of chemistry in the United States military academy, has prepared a book entitled *Elementary Lessons in Heat*, which was intended to meet the necessities of a very short course of study at that institution in this branch of physics. The material was chosen with reference to the subsequent needs of the student there, and also with reference to what was most useful for him to know. As clearness and conciseness were aimed at, much detail in the descriptions of investigations and apparatus has been omitted. Most of the experimental illustrations described, or referred to, are such as can be performed in the lecture-room. The topics treated in the various chapters are thermometry, dilation of bodies, calorimetry, production and condensation of vapor, change of state, hygrometry, conduction, radiation, thermodynamics, terrestrial temperatures, aerial meteors, and aqueous meteors. The first edition accomplished its purpose so well that the present one, revised and enlarged, was prepared. Students of this interesting subject of heat will be able to get great help from the volume. It is liberally illustrated. (John Wiley & Sons, New York.)

The student of natural science knows how closely connected are the sciences of astronomy, geology, geography, zoology, etc. One who writes of nature must touch upon all of them, and that is just what has been done in *Nature Reader No. 4, Sea-side and Way-side*, by Julia McNair Wright. She possesses the happy faculty of presenting scientific facts in simple language and so embellished by imagination and fancy as to be attractive. This fact is illustrated by the titles of some of her chapters, as: "Earth-Building," "A Fragment of the Milky Way," "A Mountain of Fossils," "Stone Fish and Stone Lilies," "The Birds of Other Days," "A New Fashion of Pappoose," and others. The author quotes many gems of verse, most of them from American authors, and makes the reader feel the poetry of the subjects by her manner of treating them. While the book is written specially for young people, it will prove extremely interesting reading for many adults, who would be likely to get a better idea from it of the earth and its inhabitants than from many vastly more learned books. The illustrations were furnished by King. (D. C. Heath & Co., Boston. 70 cents.)

The Land we Live in is a continuation of Chas. F. King's delightful series, being the third book of "The Picturesque Geographical Readers," and, as the title indicates, covers portions of the United States. Visits are made by our old friends, the Cartnell family, to the industrial centers of the Eastern and Middle states, as well as to the principal cities. These visits are described in so interesting a manner, and so completely illustrated, that it will be a pleasure instead of a task, for a pupil to obtain the geographical information therein given. The books of the series are not intended to supplant the regular text-books, but to supplement them. The latest and most reliable information regarding products, industries, distances, temperature, etc., are given, the facts presented having been gathered from the most reliable sources. This book contains two hundred and forty pages, and one hundred and fifty-three illustrations, principally from photographs. It will be invaluable for both school and home use. (Lee & Shepard, Boston. 56 cents, net.)

Students who are preparing for college will find much help in *College Requirements in Algebra*, by George Parsons Tibbets, A. M., instructor in mathematics, Williston seminary. It contains problems on factoring, evolution, fractions, simple equations, simultaneous equations, radicals, quadratics, progressions, binomial theorem, etc., together with specimen examination papers from Harvard, Yale, Vassar, Wellesley, Cornell, Bryn Mawr, Princeton,

and other institutions. If one is master of what this little book contains he need not fear the entrance examinations; he will have a solid basis on which to build his mathematical knowledge. (Ginn & Co., Boston. 55 cents.)

In *A Slumber Song*, by Nina Lillian Morgan, we have a story of a young girl with uncongenial surroundings and few opportunities for culture who has such unconquerable yearnings for improvement that she finds a way, in spite of difficulties, to secure success. The story is hopeful and inspiring, and in construction and the numerous delicate touches betokens that the young author possesses genius. The tone is pure and wholesome, and is the kind of literature that should replace much of the reading that is likely to fall into young people's hands. The tale of Mabel's struggles and achievements will go straight to the heart of many a boy and girl. (Lily Publishing House, Chicago. Cloth binding, gilt top, \$1.00 white vellum and gilt, \$1.25.)

A revised edition of *Cæsar's De Bello Gallico*, by George Stuart, A. M., professor of the Latin language in the Central high school of Philadelphia, has lately appeared. The book belongs to Chase and Stuart's classical series. Great care was used in the preparation of the text, which is chiefly that of Kramer, in the Tauchnitz edition. In a few instances, however, the reading of Oehler or Nipperdey seemed preferable, and was accordingly adopted. The notes were prepared with a view to give the student help to remove those difficulties with which he is unable to cope un-

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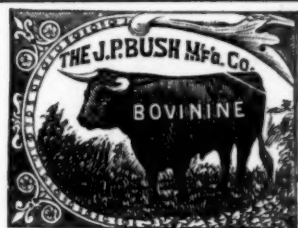
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